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ABSTRACT

This paper discusses service learning, arguing that the pedagogy of service learning offers a framework in which students can remember and apply more of what they learn than in traditional content based and faculty centered curriculum. Service learning strategies recognize that we retain 60% of what we do, 80% of what we do with guided reflection, and 90% of what we teach or give to others, as opposed to remembering 10% of what we hear, 15% of what we see, and 20% of what we see and hear. In service learning courses, real life enters the classroom as students' service experiences provide the content for purposeful dialogue leading to real understanding of academic concepts. This paper offers a breakdown of student, community, and faculty member benefits. The author offers 10 steps for executing service-learning strategies in the classroom. These steps are aimed at assisting faculty of Miami-Dade Community College (MDCC) (Florida), and include information about how to work with the MDCC Center for Community Involvement. The author points out that faculty should consider their goals and motives in using the application, explain and promote the ideas behind service learning in the classroom, work with students to develop specific service and learning objectives, and link the service experience to academic course content. Contains annotated bibliography with seven sources. (Author/NB)

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The process of integrating thoughtfully organized service experiences with guided reflection to enhance student learning of course materials.

ED 473 290

FACULTY GUIDE TO SERVICE-LEARNING

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Miami-Dade COMMUNITY COLLEGE

Prepared by David B. Johnson

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PRINCIPLES OF GOOD PRACTICE
IN COMBINING SERVICE AND LEARNING*

1. An effective program engages people in responsible and challenging actions for the common good.
2. An effective program provides structured opportunities for people to reflect critically on their service experience.
3. An effective program articulates clear service and learning goals for everyone involved. From the outset of the project, participants and service recipients alike must have a clear sense of : (1) what is to be accomplished and (2) what is to be learned.
4. An effective program allows for those with needs to define those needs.
5. An effective program clarifies the responsibilities of each person and organization involved.
6. An effective program matches service providers and service needs through a process that recognizes changing circumstances.
7. An effective program expects genuine, active, and sustained organizational commitment.
8. An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
9. An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
10. An effective program is committed to program participation by and with diverse populations.

* from the Wingspread Special Report (1989)

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PREFACE

Since you are reading this, you probably have an interest in service-learning. Perhaps you are presently a volunteer in your community or had a fulfilling experience with activism as a college student. Maybe you have been incorporating community service in your teaching and are looking for some new ideas. Possibly you are searching for a new approach to bring more life to the classroom or just recharge your batteries. Whatever the motive, the proven pedagogical strategy of service-learning may be for you.

Service-learning is an effective teaching strategy which is now being widely utilized in higher education. It is used here at Miami-Dade Community College by over sixty faculty members in ninety different courses. Its effectiveness has been demonstrated by research and reports of faculty at this college and across the country. The strategy is endorsed by the American Association of University Professors, The American Association of Community Colleges, College Campus Compact, and many other learned societies and professional organizations. Here at MDCC, its implementation is being coordinated by the Partners in Action and Learning Project which is funded by the Corporation for National and Community Service. This initiative has been enthusiastically supported by all levels of the administration, faculty, staff, and student body.

Service-learning is not for everyone. It is not intended to be the "new curriculum" which must be adopted by all "truly concerned and committed teachers." Hopefully, it will not be the latest in a series of fads promising to finally educate our students. It is just one powerful and proven teaching strategy which can enrich student learning, enhance your teaching, and revitalize the community. Our hope is that more of our students, faculty members, and neighbors can experience the revitalization and transformation that comes with service-learning.

This handbook is designed to provide you with the basics for integrating service-learning into your teaching. Reading this should give you a good understanding of what service-learning is and provide specific guidelines on how to utilize the strategy in your classes. This handbook is a work in progress, and I invite any suggestions for additions or improvements.

David B. Johnson
Faculty Coordinator
Center for Community Involvement

WHAT IS SERVICE LEARNING?

Service-learning is the process of integrating volunteer community service combined with active guided reflection into the curriculum to enhance and enrich student learning of course material.

It builds on a tradition of activism and volunteerism which was popular in the sixties but which greatly subsided during the seventies and eighties. The tradition of volunteer service saw a rebirth in the late eighties as cultural, educational, and civic leaders challenged higher education to fulfill its historic mission to promote civic responsibility. Many colleges accepted this challenge and created a support network (Campus Compact) to develop and promote service-learning as a pedagogical strategy. Service-learning is now a national movement and is utilized in the majority of colleges and universities in the United States.

The philosophical antecedent and academic parent of service-learning is experiential learning. As in all types of experiential learning such as cooperative education, internships, and field placements, service-learning directly engages the learner in the phenomena being studied with the hope that richer learning will result. The critical difference and distinguishing characteristic of service-learning is its twofold emphasis on both enriching student learning and revitalizing the community.

To accomplish this, effective service-learning initiatives involve students in course-relevant activities which address the real human, safety, educational, and environmental needs of the community. Students' course materials such as texts, lectures, discussions, and reflection inform their service, and the service experience is brought back to the classroom to inform the academic dialogue and the quest for knowledge. This reciprocal process is based on the logical continuity between experience and knowledge.

The pedagogy of service-learning represents a substantial change from the traditional lecture driven, content based, and faculty centered curriculum. Despite the fact that research has shown that we remember only 10% of what we hear, 15% of what we see, and a mere 20% of what we see and hear, these remain the basic sense modalities stimulated in most educational experiences. Service-learning strategies recognize that we retain 60% of what we do, 80% of what we do with active guided reflection, and 90% of what we teach or give to others. It views

education as a process of living, not a preparation for life . It also rejects the notion that students are empty vessels waiting to be filled. In a culture characterized by information overload, effective teaching must encourage information processing as well as accumulation. In a complex society, it is almost impossible to determine what information will be necessary to solve particular problems. All too often, the content students learn in class is obsolete by the time they finished their degree. With this in mind, it seems much more important to "light the fire than to fill the bucket."

Service-learning does this by providing students with real-life, meaningful experiences which by their very nature force critical thinking. In service, students encounter events which conflict with their assumptions. They deal with issues or incidents which challenge their competency or understanding. These experiences create perplexity or dissonance, which is often the beginning of learning.

In service-learning courses, real life comes tumbling into the classroom as students' service experiences provide the content for purposeful dialogue leading to real understanding of academic concepts. Unlike most pedagogies which are deductive, relying on presenting theory and then encouraging application to specifics, service-learning is more inductive, using experience provided by students to lead to conceptual or theoretical understanding.

Service-learning is best understood in the context a continuous learning cycle where meaning is created through concrete experience, reflection or assimilation, abstract conceptualization or theory building, and active experimentation or problem solving.

THE LEARNING CYCLE (David Kolb)

Concrete Experience

Accommodating Concepts into Experience — *Active Experimentation* — *Reflective Observation* — Assimilating Experience into Concepts

Abstract Conceptualization

Learning is not a predictable linear process. It may begin at any point in the cycle. Students may have to apply their limited knowledge in a service situation before consciously setting out to gain or comprehend a body of facts related to that situation. The discomfort experienced from the lack of knowledge may encourage further accumulation of facts or the development or changing of a personal theory for future application. To assure that this kind of learning takes place however, skilled guidance in reflection on the experience must occur. This facilitation of reflection is the critical responsibility of the service-learning teacher.

Based on the belief that learning is the constant restructuring of experience, service-learning exemplifies the continuity that exists between experience and knowledge. By providing students the opportunity to have a concrete experience and then assisting them in the intellectual processing of this experience, service-learning not only takes advantage of the natural learning cycle, but also allows students to provide a meaningful contribution to the community. This twofold emphasis on both learning and civic responsibility is the overall objective of the strategy, and our success in meeting this objective leads to the fulfillment of the general mission of higher education.

WHY DO IT?

The only justification for any activity in an institution is its effective contribution to the fulfillment of that institution's mission. The historic mission of higher education in this country beginning with the establishment of Harvard to the founding of our own college has been to help individuals responsibly and intelligently achieve satisfaction in their lives and to promote effective citizenship. Our own mission and accompanying goals are consistent with this historic mission.

The *1994-95 MDCC Catalog* states that the purpose of general education at MDCC is to "provide students the opportunity to acquire the knowledge, skills, and attitudes that are fundamental to every individual's effort to have a more satisfying life and to function as a more effective citizen."

Service-learning leads to the fulfillment of these goals by effectively and efficiently taking advantage of the reciprocity that exists in the learning partnership between the community

and the college. Effective application of the service-learning pedagogy benefits the student, the community, and the faculty practitioner as follows:

Benefits to Student

X Service-learning enriches student learning of course material by moving them from the margin of the classroom experience to the center. It "brings books to life and life to books."

X Students come to see the relevance and importance of academic work in their real life experience.

X It enhances students' self-esteem by allowing them to "make a difference" through their active and meaningful contribution to their communities.

X It broadens perspectives and enhances critical thinking skills.

X It improves interpersonal and human relations skills which are increasingly viewed as the most important skills in achieving success in professional and personal spheres.

X It provides guidance and experience for future career choice.

Benefits to the Community

X Service-learning initiatives provide the community with substantial human resources to meet its educational, human, safety, and environmental needs. The talent, energy, and enthusiasm of our college students are applied to meet these ever increasing needs.

X Many students commit to a lifetime of volunteering after this experience, creating a democracy of participation.

X Service-learning creates a spirit of civic responsibility that replaces the current state of dependence on government programs and altruism by the experts. It results in a renewed sense of community and encourages participative democracy.

X Community agencies gain the opportunity to participate in an educational

partnership.

Benefits to Faculty Members

X Service-learning enriches and enlivens teaching.

X It changes our role from the expert on top to the expert on tap, and with that change we enjoy a new relationship with our students and a new understanding of how learning occurs.

X As we connect the community with the curriculum, we become more aware of current societal issues as they relate to our academic areas of interest.

X We identify new areas for research and publication, and thus increase our opportunities for professional recognition and reward

HOW TO DO IT

Now that you are sufficiently motivated to try service-learning, here are ten simple steps to execute the strategy in your own class. Obviously, this represents only an outline which you will fill in as you progress through the experience. For assistance at any point, call the Center for Community Involvement.

Ten Steps to Develop and Execute a Service-Learning Strategy

1. Consider the courses you teach and determine how community service might be helpful in enriching learning in that discipline. Service-learning can be effectively used in every academic discipline. Some applications require a little more imagination than others, and often the best are not immediately obvious. At this point, don't worry about whether they will work. Just **brainstorm about the application potential to your course.** Think about how your course content connects with the community, and what kinds of volunteer opportunities might be

available at that linkage point.

2. Call or **visit the Center for Community Involvement** to discuss and identify community placements that offer experiences that are relevant to your course. With over 150 possible placements, you will probably succeed in finding a number of sites. Then, based on your own experience and the help of our staff, you can choose the best opportunities for presentation to your students.

3. With service sites or activities in mind, **consider your goals and motives** in using the application. What are you trying to accomplish for your students, your self, and the community? Review your course objectives to determine those that can be linked to service. Before going further, list two or three specific and measurable service and learning goals and objectives for your initiative . Be clear at this point of your desired destination. "If we don't know where we're going, we're likely to wind up someplace else."

4. Based upon your motives, goals, and objectives **choose a course service option.** Decide how you will incorporate community service into your course. Course service options can range from a one-time special project (Habitat for Humanity, Special Olympics, bay clean-up) to a forty + hour volunteer commitment to an agency. You can offer the option as extra-credit, an alternative to a library research paper or other required project, or a requirement for course completion. For those who choose to make service-learning a course requirement, promotion or advertisement of your course and its service component will attract students who are motivated to learn in this way.

5. Once you have chosen how service will be incorporated, review and **alter your course description and syllabus to reflect the change.** To be successfully integrated, the service experience must be more than just an add-on to an already full syllabus. Identify some readings that might tie the service to specific objectives. Allocate some class time for discussion of the experience even if all students do not participate. By consciously committing to integrating

service, up-front and in writing, you are on your way to a successful implementation.

6. On the first day of class, **explain and promote the ideas behind including service-learning in your class.** Explain the twofold benefits to the student and the community. Make your commitment very clear and encourage them to take advantage of the opportunity for both the personal and academic growth that service affords. Make the decision to volunteer easy and provide specifics on the locations, hours, and length of commitment of each service option. Have student handbooks and handouts available to describe service-learning and opportunities available (See "Support Services" p.14). For those offering more extensive term-long commitments, be sure to get your students placed in service early. The actual placement of students will be coordinated by the Center for Community Involvement.

7. **Work with students to develop specific service and learning objectives** for their volunteer experiences. Students must be guided in their development of these objectives so that they are clearly linked with the academic objectives of your course. Most students are not skilled in developing objectives and are not familiar with your specific course learning objectives or how to link them to a seemingly non-academic experience. Typically students will develop more affective objectives (improve self-esteem, feel better about the community) or general non-course related objectives (improve the community, learn about hospice care, learn how to build a house). To improve fulfillment of your courses' academic goals, you must help them link the service to specific course objectives. In a business course, students working with Habitat for Humanity might learn about managerial communication, or "just-in-time" supply strategies. For a psychology course, the objective might be understanding the dynamics of group formation or gender roles and functioning in a project.

In some cases you may wish to delay this step until after students have been oriented to their volunteer placements so that they have some idea of what kinds of service they will be doing. In other cases, where you are familiar with the placement, you can have them do this prior to the service. Some faculty prescribe the learning and service objectives for the entire class. Establishing these student learning objectives up-front is a critical step in assuring the effectiveness of the service-learning in enriching student learning of course material. This step

requires creativity and focus, but success here will lead to better learning.

8. **Teach students how to harvest the service experience for knowledge.** Experiential learning requires that we learn where we are. We can learn a variety of things in many different situations depending on the questions we are asking. Many of our students are not skilled in this practice. With their learning objectives in mind, students must be taught to focus on these objectives and related questions as they participate in the service setting (participant observation). While the math student is working on a Habitat for Humanity project, she thinks about the algebra or geometry used in developing the architectural plans. The business student may listen to workers' communication patterns and draw conclusions about the managerial structure as he helps patients into the pool at the rehabilitation center. The human relations student observes families interacting as she delivers mail to the hospice patients. Because many students lack experience and confidence in learning in nontraditional, non-classroom environments, we must teach them these skills.

One word of paradoxical caution here. While we do want our students prepared and oriented to service, we must be careful not to over prepare them for their service experience. We all enjoy the adventure of discovery, and we can destroy that for our students by telling them exactly what to expect. Then their experience becomes a comparison instead of an adventure. Give them a good overview and set them free.

9. **Link the service experience to your academic course content through deliberate and guided reflection.** The practice of reflection is what combines the learning to the service. We cannot assume that learning will automatically result from experience. If it did, we'd all be a lot wiser, wouldn't we? Like us, our students may not learn from their experience. They may even learn the wrong thing or reinforce existing prejudices. Reflection helps prevent this from occurring.

Reflection can be in the form of journals, essays, class presentations, analytic papers, art work, drama, dialogue, or any other expressive act. The key to effectiveness is structure and direction. The nature and type of reflection determines its outcome. An unstructured personal journal or group discussion is a great way to elicit affective disclosure. More specific academic

outcomes will result from structuring these exercises with specific curriculum related questions. For example, a biology student might be directed to comment on ecological balance in her journal account of an exotic plant removal project at Fairchild Tropical Gardens.

Written reflection is a productive approach which helps improve basic communication skills at the same time it leads to critical thinking about the academic focus (through questions) you have prescribed. It is the most common and the least intrusive in terms of taking up class time.

A more powerful, and in many ways more effective, approach is the purposeful dialogue or the reflective class session. This dialogue provides an opportunity for students to share experiences and exchange ideas and critical insights about the information being shared. To achieve academic outcomes, the dialogue while spirited and free should be bounded by the learning objectives of the course. The faculty member must serve both as a facilitator to maintain the flow of ideas and a commentator who jumps on the relevant item and develops it into a teachable moment. This is not an easy task, but with practice the rewards are great. When we seem to be losing control, the process can be threatening, but it is often at these critical moments that the real learning occurs. The real advantage of the reflective session over the written forms is its power to develop a sense of community, which is one of the general goals of service-learning. Whatever form of reflection is chosen, it is important to do it early in the experience to assure that students understand the process. It should then be followed up regularly to monitor their progress. This type of deliberate and guided reflection is what leads to academic learning, improved service, and personal development. From the description of the learning cycle presented earlier, we know that reflection is the key element in creating meaning. This topic requires more than can be presented here, so you are encouraged to contact the Center for Community Involvement for more information on reflective strategies and techniques.

10. **Evaluate your service-learning outcomes** as you would any other academic product. Remember, students are being graded on the academic product, not their hours of service. Many of us feel uncertain when it comes to evaluating or assessing the outcomes of experiences we did not completely structure or present. By designing flexible measures, however, you can use the same standard used in evaluating any other written or oral presentation: Did the student master

the course material? This is the only way to assure academic integrity of the strategy.

You may also wish to utilize formative and summative research techniques to measure your success in achieving your objectives. Formative assessment can be achieved through reading student journals with an eye toward answering your initial questions (Are they learning algebra? Is their writing more alive? Is the service setting appropriate?). Periodic quick surveys can provide specific answers to issues such as student satisfaction with the process, utility of experimental techniques, etc. Summative techniques might be employed to compare learning outcomes for service-learning sections with those from traditionally taught sections. For quantitative research, you could collect data on the number and type of people served by your students and the number of hours provided. Collecting stories and gleaning information related to your objectives is a possible qualitative approach. The opportunities for research in the area of service-learning abound, and any contribution to this body of knowledge will help us improve and expand the application of the strategy.

COMMON FACULTY CONCERNS

1. Academic Rigor: *Is this another feel-good excuse to water down academic standards?*

This is an important and legitimate concern for all who are concerned with quality higher education, and it is the focus of much of the past and current research on service-learning. Unless real academic learning results, service-learning has no place in our college. Academic credit should never be given for service, only for learning.

If applied properly, this pedagogy is actually more rigorous than the traditional teaching strategies. Students are not only required to master the standard text and lecture material, but they must also integrate their service experience into that context. This is a high level skill requiring effective reflection techniques designed to accomplish academic as well as affective outcomes. It is important to emphasize that incorporating service-learning does not change what we teach, but how we teach it. With this change comes a new set of challenges for both the student and the teacher.

2. Competence in application of the strategy: *Will I be able to apply the strategy successfully?*

Trying anything new is a risk, and it challenges our competencies. Most practitioners report a steep learning curve with confidence developing fairly rapidly once the strategy is allowed to work. Relinquishing full control of the classroom is hard for many of us to do, but once we move from being the "sage on the stage to the guide on the side," we find that students can and will play an active role in their learning if given the right structure.

The path to becoming effective in using the service-learning strategy is not always clearly marked. We often find ourselves "making the road by walking." Fortunately, you are not alone on the road. There is considerable literature on the subject, and many people right here at the College can help you on your way. The guidelines presented in the "How To Do It" section should help you begin the journey. Reading some of the material suggested in the bibliography should also help, as will conversing with some of your colleagues who are currently using the strategy. (They are listed by discipline in the *Faculty Service-Learning Directory.*)

Attending a few workshops and seminars dealing with service-learning will provide an opportunity for more active exploration of some of the skills and philosophy of the pedagogy. These workshops are presented regularly by members of the Center for Community Involvement

Team. Participating in "Taste of Service" events or attending statewide or national conferences can also deepen your understanding of the strategy and provide an opportunity to meet other involved professionals. Finally, coming to the Center for Community Involvement to discuss ideas and to review course syllabi or relevant critical readings might help you in your skill development.

3. Students' ability to contribute meaningful service. *How can my students who are taking remedial courses in reading, writing, or math help?*

Many faculty are concerned that their students lack adequate preparation or skill to help others in a meaningful way. Our experience and the research literature suggests that this is not a problem; in fact, several authors cite impressive contributions in a variety of roles made by previously underachieving, marginal students. Obviously we, in concert with the Center for Community Involvement and community agencies, must use judgement in choosing appropriate placements and establishing levels of responsibility. The agencies must also orient and train our students to perform their specific service. But when it comes to meeting the unsuspected challenges that we worry about, we find that students will generally rise to the occasion. When faced with the challenge of teaching a younger student to read or reading to the blind, students will exert extra effort to be able to succeed at the task because it means something to them and to someone else. This is the very beauty of the strategy -- it motivates students to learn and gain higher levels of competence. They see that more knowledge is tied to higher effectiveness in the real world.

4. Time Constraints

Yours: *How can I fit something new into an already cramped curriculum?*

Service-Learning is not an add-on to your current course requirements. It does not change or add to what we teach; it only changes how we teach it. Some of the traditional classroom content accumulation activity is replaced with more dynamic information processing activity. Some "seat time" is replaced with action and meaningful involvement of students in experiential learning.

Students: *Most of our students work in addition to their school attendance. How can they fit community service into their already busy schedule?*

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Service-learning faculty report that most students are willing and able to volunteer in the community. In fact, our research reveals that 67% of our participating students said that the workload in their service-learning course was manageable. Because of the variety of our volunteer placements, there are opportunities and needs for students twenty-four hours a day, seven days a week. As faculty, we must be flexible in our hour requirements, recognizing the demands placed on our students.

5. Liability: *What if something happens to my students or their actions result in damages to someone else?*

There is an inherent risk in any out-of-classroom activity. All service-learning students should be fully informed about their placement and knowingly consent to undertaking any risk associated with that placement. According to MDCC's risk manager, faculty can limit their liability to this risk by utilizing only those community placements which are screened and approved by the Center for Community Involvement. If a student wishes to volunteer at a site not on the approved list, contact the Center for Community Involvement and have them approve the placement before the student begins the experience.

In most cases, the agency or site that provides the service-learning experience will be responsible for the acts of students assigned to it and also assumes responsibility for the student. However, due care and judgement must always be exercised to assure that we do not place students in situations fraught with danger or unreasonable risk. We must also use any information or knowledge we as faculty have which might disqualify a student from engaging in certain activities to protect either the student or the public.

SUPPORT SERVICES FOR SERVICE-LEARNING AT MDCC

1. Center for Community Involvement

Eventually, each campus will have its own Center for Community Involvement to oversee service-learning activities. At present, centers exist at the Kendall, Wolfson, and North campuses. These three centers provide outreach services to the other campuses and centers.

These centers maintain a listing and description of over 170 service sites. Staff are available to assist faculty members in identifying appropriate placements for their students.

Each center also maintains a reference library containing relevant articles, course syllabi, and key texts related to service learning.

2. Student Handbook

This is a comprehensive collection of information for the student engaged in a service-learning project. It contains general information about the strategy, a summary of students' rights and responsibilities as a volunteer, sections for developing and presenting specific service and learning objectives, volunteer site applications, time sheets, contracts and evaluations, and student satisfaction questionnaires.

These handbooks are valuable tools for your successful implementation of service-learning. Contact your Center for Community Involvement to order sufficient numbers for your participating students.

3. Faculty Service-Learning Directory

This directory includes information regarding the service-learning initiatives of over fifty faculty members at MDCC. The projects are organized by discipline so that you can identify colleagues who might help you in your efforts to utilize service-learning in your specific academic area. The directory also is intended to recognize the efforts of service-learning faculty.

4. Service-Learning Web Sites and Listserv

There are a number of outstanding web sites filled with information about service-learningBincluding sample syllabi, definitions, and resources. Three of the best include: 1) The National Service Learning Clearinghouse (www.nicsl.coled.umn.edu), 2) The Service Learning

Home Page (http://csf.colorado.edu/sl), and 3) Campus Compact (www.compact.org). In addition, the University of Colorado administers a national service-learning listserv that has more than 1,000 subscribers. This listserv is filled with lively discussion about service-learning. To subscribe to this listserv, please email LISTPROC@csf.colorodo.edu the message:
SUB SERVICE-LEARNING Firstname Lastname
(Note: using your own first and last name instead of AFirstname Lastname@)
You will receive a message confirming that your are subscribed. For more information about this invaluable listserv, go to http://csf.colorado.edu/sl.

5. Ongoing Technical Assistance

A major focus of the Center for Community Involvement is to encourage and promote the effective utilization of the service-learning strategy at M-DCC. In order to accomplish this, members of the project team regularly present workshops and conduct seminars to improve our understanding of the pedagogy. These efforts consist of a series of "how to" workshops, regular interactive seminars on various issues related to service-learning, and ongoing one-on-one consultation to assist you in your implementation efforts. Call your campus Center for Community Involvement to take advantage of this assistance. (If there is not a center on your campus, call the closest campus center.)

ANNOTATED BIBLIOGRAPHY

This bibliography is composed of books and articles which practitioners here at Miami-Dade have found useful, informative or inspirational. It is a work in progress and you are encouraged to add any similar works that you come across.

Barber, Benjamin & Richard Battistoni. *Education for Democracy.* Dubuque: Kendall/Hunt Publishing Company, 1993.

These pioneers in service-learning focus here on the link between service and democratic citizenship. This is a definitive text on the meaning and reality of civic responsibility as it relates to service-learning.

Coles, Robert. *The Call of Service: A Witness to Idealism.* Boston: Houghton Mifflin, 1993.

From a lifetime of service, research, and teaching, Coles presents stories of service along with his own reflections and linkages to personal and professional development and teaching. A perfect starting place for the service-learning professional.

Galura, Joseph and Jeffrey Howard, series editors, *Praxis I-III: A Faculty Casebook on Community Service.* Ann Arbor: University of Michigan Press, 1993.

The series describes a variety of service-learning courses from the perspective of faculty. It also discusses issues of philosophy, design, implementation, and assessment of the strategy.

Kupiec, Tamar. *Rethinking Tradition: Integrating Service with Academic Study on College Campuses.* Denver: Education Commission of the States, 1993.

A great reference for every practitioner. Comprehensive coverage of the broad range of issues related to service learning including philosophy, models, technique, and evaluation. Representative course syllabi are included.

Ram Dass & Paul Gorman. *How Can I Help? Stories and Reflections on Service.* New York: Alfred A. Knopf, 1987.

A great auxiliary text for service-learning students. Provides an inclusive "spiritual" perspective to service which is a great stimulus to affective as well as academic reflection and integration.

Silcox, Harry C. *A How to Guide to Reflection: Adding Cognitive Learning to Community Service Programs,* Philadelphia: Brighton Press Inc, 1993.

A theoretical and practical guide to the benefits and skill of reflection.

Watters, Ann & Marjorie Ford. *Writing for Change: A Community Reader.* New York: McGraw Hill, 1995.

A comprehensive collection of articles, essays, and short stories which are related to issues of community and service. A great beginning for reflective exercises in writing or discussion.

KEY LOCATIONS and PHONE NUMBERS

CENTER FOR COMMUNITY INVOLVEMENT

Kendall/Homestead Campus Center
Room G316, Kendall Campus (3rd floor of gym, behind swimming pool area)
Phone: 237-0859; Fax: 237-2606
Campus Director: Ossie Hanauer, 237-0631 (ohanauer@mdcc.edu)
Campus Coordinator: Marie Manigat

North Campus Center
Room 1159
Phone: 237-1820; Fax: 237-1851
Campus Director: Abby Powell, 237-8358 (apowell@mdcc.edu)
Campus Coordinator: Zakia Williams
Assistant Campus Coordinator: Carlene Webb

Wolfson/Medical/InterAmerican Campus
Room 1464, Wolfson Campus
Phone: 237-3848; Fax: 237-7580
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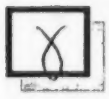

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